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AUTHOR Coleman, Donald G.
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ABSTRACT

Researchers attempted this study to develop an instrument capable of measuring the "task" and "people" orientation of leader styles so that scores could be plotted on the "Administrative Grid" developed by the researchers. The researchers reanalyzed data previously collected on the "Organizational Climate Survey" to discover if items on this survey could be used to plot leader styles on the Administrative Grid. They completed a factor analysis of 455 teacher observations gathered by the survey. Researchers found that 44 items were useful in describing the leader style of secondary principals. When the 44 items were reanalyzed, seven factors with significant eigenvalues were discovered in the instrument. These seven values divided into three dimensions--task orientation, salary and benefits, and people orientation. Researchers concluded that the 44 useful items ought to be extracted from the 80-item instrument. The instrument was found highly reliable with as few as eight people. Researchers made several recommendations for further study. (1) Additional items for the survey should be developed. (2) The study should be replicated in elementary schools and with superintendents. (3) Further studies should determine if leader styles can be changed. A lengthy appendix presents data analysis and a copy of the "Organizational Climate Survey." (Author/JM)

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Leader Styles of Secondary Principals

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Dr. Donald G. Coleman, Chairman
Department of Education Administration
Northeast Missouri State University
Kirksville, Missouri 63501

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The person, who has spent nearly as much time as the writer, was Kathy Goode. Not only did she do the re-writes, but has revised the model countless times and has spent hours typing and keypunching. Kathy is certainly a +3 +3 person.

All of those named above are owed a debt of gratitude.

D.G.C.

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CHAPTER I

INTRODUCTION

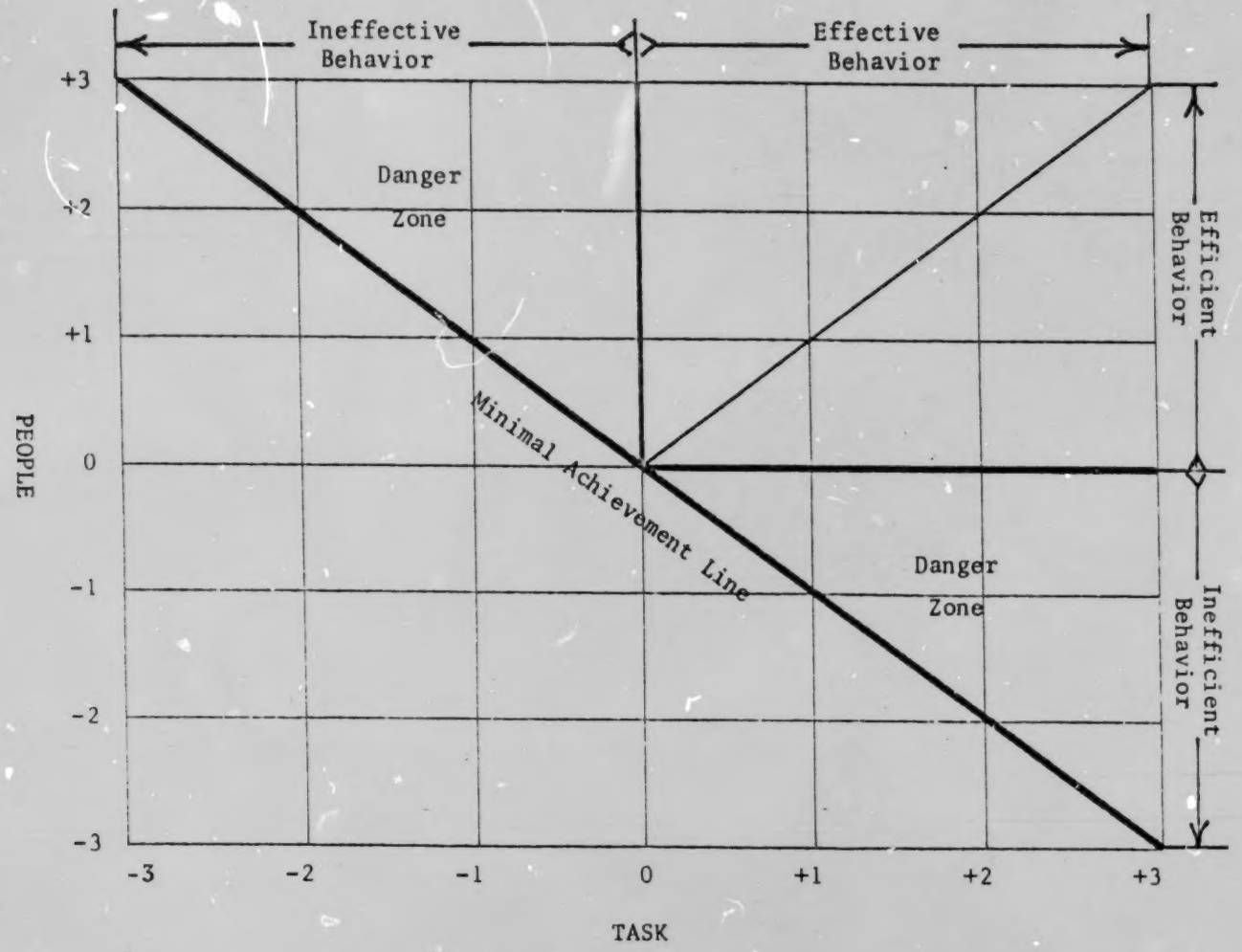
Since Barnard (1938) first proposed that two primary dimensions exist in organizations, various two dimensional models have been developed to illustrate combinations of leader styles. Leader styles generally reflect the "task" and "people" orientations of the leader. Coleman (1978), for example, proposed the Administrative Grid (Figure 1) as a practical means for illustrating 36 combinations of leader styles.

Rationale for the Study

The Administrative Grid requires that an instrument be utilized which has identified measures of "task" and "people" orientations of leaders and which has scores on each dimension normalized so that individual scores can be plotted. At the beginning of the study, an acceptable instrument was not available, although, Coleman and Heun (1975) reported preliminary usage of an instrument with a large industrial firm.

Theoretical Model for the Study

The Administrative Grid is a 36 cell matrix used to plot scores from normalized orthogonal data. The parameters of the grid have been divided into standard deviations so that "z" scores from the administrative "task" and "people" orientations can be derived. Perpendicular lines from the points of obtained scores can be drawn across the grid with the intersect point in-



ADMINISTRATIVE GRID

FIGURE 1

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dicating the measures for the leader style.

Purpose of the Study

The purpose of the study was to construct and test an instrument suitable for measuring the "task" and "people" orientation of leaders to facilitate plotting scores accurately on the Administrative Grid. The leaders were high school principals in Iowa and Missouri selected by two graduate students conducting simultaneous studies using the instrument.

Organizational Climate Survey

In an effort to create an instrument useful in plotting scores on the Administrative Grid, the Organizational Climate Survey (OCS) was refined. The OCS (Appendix A) was revised to measure ten variables--Self-Concept, Self-Image, Personal Freedom, Leader Goal Orientation, Leadership, Group Goal Orientation, Training and Development, Supervision, Salary and Benefits, and Opportunity for Advancement. Each of the variables had eight items created to measure the concept, and the associated items were given a scale name. The scales included on the instrument are listed in the definition of terms.

Definition of Terms

Some unfamiliar terms coupled with common terms but with specific definitions were utilized in the study. The following definitions were selected to add clarity and to limit attention to the special usage.

Dimension--Reduced to simplest terms, an organization is comprised of two or more people with a common task. The people and task are considered separately and the identity of each labelled a "dimension."

Effectiveness--Barnard (1938) identified effectiveness as the cooperative effort to obtain organizational goals.

Efficiency--Barnard (1938) identified efficiency as the cooperative action by which individuals satisfy personal motives.

Factor--A factor is a scale extracted from the resultant data.

Group Goal Orientation--Group Goal Orientation is a scale constructed to measure the degree to which group members strive to meet the goals of the organization.

Leader Goal Orientation--The scale, Leader Goal Orientation, was constructed to analyze how goal oriented the leader was.

Leadership--Leadership was a scale to measure the level of satisfaction with the leader-subordinate interactions.

Leader Style--The term, leader style, was used to mean the prevailing and expected behavior of the leader as perceived by subordinates.

Level of Achievement--The level of achievement was a term to reflect the leader style from the lower left cell of the Administrative Grid to the upper right cell.

Opportunity for Advancement--The scale, Opportunity for Advancement, included items for the respondent to assess chances for moving up in the organization.

Personal Freedom--The Personal Freedom scale was constructed to reflect the degree of freedom an individual has to direct or influence the work situation.

Salary and Benefits--The Salary and Benefits scale was to reflect satisfaction with the pay both as the person expected prior to entering the position and after obtaining the position.

Scale--A scale is identified as a series of questions designed to measure a specific factor on the instrument.

Self-Concept--Self-Concept is generally understood to mean what the person thinks of himself. In terms of the instrument, the Self-Concept scale was designed to measure how well the work that a person does reinforces positive feelings towards self and the decisions the person made to enter and remain in the chosen occupation.

Self-Image--Self-Image is the image a person has that others have of him. The self-image questions provide the subordinates opportunity to assess how he is viewed by others in the organization.

Supervision--The scale, Supervision, is designed to reflect supervisory concern with improving the performance of subordinates.

Training and Development--The scale, Training and Development, provided subordinates the opportunity to evaluate whether or not the leader was concerned with the future of the subordinate by seeking ways to assist the subordinate to improve.

Methodology

The OCS was administered to 455 secondary teachers in Iowa and northeastern Missouri. The subjects were selected by Lawrence (1978) and Harrington (1978) for studies in school administration. The 455 teachers were from 41 high schools, and the leaders were the principals from the schools.

Limitations

The proposed research was restricted by several limitations. The limiting influences included:

1. The teachers were not a random sample but were limited to the 41 school districts.
2. The leaders were not randomly selected but included 20 northeast Missouri principals and a random selection of 21 Iowa principals.
3. The random selection of teachers within schools was conducted by graduate students conducting two other studies. The willingness to participate in the study may be from a biased sample.

Summary

The study was conducted to construct an instrument reflecting measures of leadership on the "task" and "people" orientation of selected high school principals. The scores were to be adaptable to the Administrative Grid, a leader style model.

CHAPTER II

Countless research projects have been conducted to determine what constitutes "good" and "poor" leadership. Models have been developed as graphic interpretations of reality with the purpose of enabling administrators to improve leader skill. Coleman (1973) developed the Administrative Grid as a device to interpret to administrators current reality from the perceptions of others. The grid not only reflects the current style of the leader, but also suggests direction if improvement is desired. An instrument did not exist which could be used to reflect leader style from the point of view of subordinates. The purpose of the study was to construct and test an instrument suitable for measuring the "task" and "people" orientation of leaders to facilitate plotting scores accurately on the Administrative Grid.

Historical Bases

Two factor theory as a science is a twentieth century phenomenon. Beginning with the Scientific Management theory posited by Taylor (1947) early in the century, theorists have studied managers in an attempt to improve leadership techniques. Taylor focused primarily on accomplishing the task as effectively as possible. Shortly thereafter, Follett (1924) pointed out that scientific management had not taken into account the feelings and expertise of people in the organization other than the leader.

Barnard (1966) incorporated the elements of scientific management as well as the concepts expressed by the human relationists into a single theory.

Barnard contended that the function of the executive was to accomplish the task of an organization as effectively as possible while working through people performing as efficiently as possible. The major contribution of Barnard and subsequent grid development was to point out the significance of both the "task" and "people" dimensions in organizational maintenance. Griffiths (1959) stated, "most, if not all, of the present theories in the market place have their genesis in Barnard." Getzels, et.al. (1968) pointed out that "Barnard stands as the anchoring point for subsequent work in this theory area."

Leader Styles

Subsequently, other writers refined the Barnard idea and developed graphic models for reflecting measures of the two dimensions. Halpin (1966), for example, used a quadrant system to illustrate four combinations of "task" and "people" measures. Other theorists such as Reddin (1970) and Hersey and Blanchard (1972) developed models extending the Halpin concept. Blake and Mouton (1964) developed what has become the standard of the industry today. The Managerial Grid with nine measures on each of the two dimensions provided a matrix with 81 cells or combinations of leader style. The five major combinations included 9, 9; 9, 1; 1, 9; 5, 5; and 1, 1 styles of leadership.

Later, Coleman (1973) created the Administrative Grid to aid in rapid interpretation of leader style information. The Administrative Grid is only helpful to the practitioner if the exact location in one of the 36 cells is known.

Administrative Grid

The Administrative Grid differs from the Managerial Grid in the number of cells on the perimeter. Where the Blake and Mouton model had nine measures on each dimension, Coleman "normalized" each dimension by breaking measures into standard deviations. Two normalized curves of independent or orthogonal measures appear on the Administrative Grid. Individual scores for the grid must be converted to "z" scores before locating exact positions on the dimensions. Once the two measures of "task" and "people" are identified, perpendicular lines from the achieved scores can be drawn acorss the grid. The point of intersect determines the position of the style of the leader.

A value for each cell can be established by computing algebraic sums for scores on the perimeter of the grid. The diagonal line running from the upper left corner to the lower right corner separates cells with positive values from cells with negative values. The cell values reflect a measure of achievement rising from the lower left to the upper right cell. The upper right cell is the point where the administrator is optimizing on both dimensions.

Two triangles are formed by the diagonal line and the upper right quadrant. The triangles are danger zones. Barnard established the nomenclatures of "efficiency" and "effectiveness" as measures for the people and task dimensions respectively. The two measures are labelled on the grid by above average scores being efficient and effective and below average scores being inefficient and ineffective. Barnard indicated that an organization can operate with efficiency or effectiveness in the short run but long term productivity is dependent upon both.

Theories of Management

Most contemporary management theories either describe leader behavior in terms of what the leader does or describes the situation in which the leader is found to interpret appropriate behavior. The former is epitomized by The Ohio State University studies conducted under the direction of Stogdill (1963). The most famous instruments to come from the group was the Leader Behavior Description Questionnaire and the Leader Behavior Description Questionnaire XII. The latter expands the former into twelve scales rather than the two--Initiating Structure and Consideration--used by Halpin (1966). Both of these instruments describe the behavior of the leader to obtain measures. Blake and Mouton, Reddin, and Hersey and Blanchard ask leaders to indicate what action would they take in various situations to indicate the type of leader style the individual has. The scores are then plotted onto the model to reflect styles. Feidler (1967), too, asks leaders to describe former situations to determine the type of leader the person is and then suggests that the leader be placed in a complementary position.

The position taken by Coleman is that the best reflection of leader behavior is the attitude of subordinates toward themselves in the work environment and the work situation itself. Since subordinates are persons hired to perform specific tasks, Coleman believes that the accomplishments can best be reflected through these people. A superior is responsible for subordinate perceptions; Kelly (1955) posited that perceptions are reality for subordinates. The perceptions are never wrong--a view of the perceptions is a reflection of the style of the leader.

Coleman has sought to measure as nearly as possible the two major dimensions of leadership, the task and people orientation. The former is measured

by asking subordinates the importance of goals and goal performance to the leader. The latter asks subordinates to reflect on how self-fulfilling the position to their career choice and personal image. A detailed description of the instrument is covered later.

Coleman has proposed that 9,9 (Managerial Grid) is the most desirable behavior for the subordinate to perceive. Coleman believes that a 9,9 leader, who is very task oriented in a 9,1 situation, can be seen as 9,9 by the subordinate. That is, the expectations of subordinates determines the appropriateness of behavior, and a correct response is what is desired by subordinates.

For example, if the organization is under attack from the outside and continued existence is threatened, the leader is granted prerogatives not normally available. An impartial observer looking on the scene could very well judge the administrator as 9,1 or task oriented while subordinates may see the leader as 9,9 simply because appropriate or expected action is taking place. What is true for 9,1 could also be true for the 1,9 leader style.

The major contention by Coleman is that the contingency or the "it depends" situation is not a variable demanding "different" behavior but is more a situation demanding appropriate behavior according to the perceptions of subordinates. All of the leader administrative processes must be included in assisting subordinates to construct appropriate perceptions or mistaken judgments will occur.

Instrument Creation

In 1974 the top management of a large industrial firm found that many first line foremen were apparently dissatisfied with their work environments. The management was perplexed because the foremen were well paid, hard working

people. The company requested that a study be conducted to determine the source of the problem (Coleman and Heun, 1975).

The Organizational Climate Survey (OCS) was created for the above study and was administered along with two other instruments in an attempt to identify problem areas. Success at identifying specific problem areas was achieved, but the test was found to be unsatisfactory when subjected to factor analysis. The items on the instrument were not internally consistent with other items created for a single scale.

Earlier, Coleman had conducted a study of 40 Indiana high schools using a revised version of the LBDQ to test the leader styles of principals (1973). The instrument was not satisfactory for the Coleman thesis that leader styles are best measured by personal beliefs of subordinates about themselves.

A similar test was conducted later for the Engineering Division of a large firm using a combination of the LBDQ and several new scales (Coleman, Patton, Heun, 1974). While not totally satisfactory, the study demonstrated the potential of the new scales as well as the Administrative Grid.

By combining the results from the previous studies, Coleman developed the concept that leader style might best be determined by asking individuals how they feel about themselves in relation to their jobs instead of asking them to describe what the leader does.

Studies With OCS

The first study using the revised OCS was conducted by Lawrence (1978). Lawrence studied the perceptions of 207 secondary teachers in northeast Missouri to determine if principals could estimate scores of teachers. With

the exception of the Supervision scale, no significant difference existed between the scores of the principals and their respective teachers.

Harrington (1978) studied 20 randomly selected high schools in Iowa to determine if preferred answers on the items were in fact scores thought to be highest by Coleman. Harrington asked teachers to identify "real" and "ideal" scores. On each item, the "ideal" scores was found to be above that of the "real" score.

The data gathered from the two studies provided 455 secondary teacher observations. The number was sufficient to conduct a factor analysis of data.

Summary

The study was conducted in an attempt to construct an instrument appropriate for plotting scores on the Administrative Grid. The instrument was designed to reflect leader style by evaluating personal perceptions of subordinates about their work environment and the organization in which they are employed.

CHAPTER III

ORGANIZATION AND DESIGN OF THE STUDY

To improve leadership, an administrator needs to know with a high degree of certainty how he is doing. The Administrative Grid was developed to provide administrators feedback on their "task" and "people" orientation. In order to facilitate plotting scores on the grid, an instrument was required which measured key leadership variables. The study was conducted to construct an instrument which could be used to provide information for the plotting of scores to the grid.

Population

The Organizational Climate Survey (OCS) was revised in 1978. Lawrence (1978) used the OCS to test differences between perceptions of secondary principals and teachers. Harrington (1978) tested whether the highest score on each item was actually the preferred answer. Both collected data from a random sample of from ten to twelve teachers in a building. Lawrence collected data on 21 school principals in northeastern Missouri while Harrington randomly sampled schools in Iowa. The 455 teacher observations in the 41 schools were then used as a data base for factor analyzing the instrument.

Instrument

The OCS was developed specifically to measure the "task" and "people" orientations of the leaders. The "task" and "people" orientations became

major dimensions which were to be used for plotting scores on the grid.

Within each dimension, separate concepts or constructs were thought to exist which, when considered collectively, made up the dimension. Because of previous experience with the OCS and factoring, the proposal included examining factors for three dimensions rather than just the "task" and "people" orientations.

The literature was reviewed and scales identified which appeared to be associated with each dimension. The dimensions and created scales designed to measure constructs on the dimension follow.

Task Subscales	People Subscales
Leader Goal Orientation	Self-Concept
Group Goal Orientation	Self-Image
Training and Development	Personal Freedom
Salary and Benefits	Opportunity for Advancement

Other Subscales

Leadership
Supervision

Item Creation

Since the scales were identified in advance, items were created to measure the constructs included in the description of the scale. While the constructs were thought to be discrete, the items were created to have a high correlation. Eight items were created for each of the ten scales.

Validity

Validity was determined to a large extent by the review of the literature and from former studies with problems in a large industrial firm. The constructs to be measured and theorist associated with the work follows.

Task Scales

Leader Goal Orientation - Halpin
Group Goal Orientation - Hersey & Blanchard
Training and Development - Herzberg
Salary and Benefits - Herzberg

People Scales

Self-Concept - Combs
Self-Image - Super
Personal Freedom - Stogdill, Argyris
Opportunity for Advancement - Herzberg

Other Scales

Leadership - Halpin
Supervision - Herzberg

Reliability

Reliability of the instrument was determined by the test-retest method in using scores from eight graduate students who were employed in full-time positions and by the split-half technique using the data from the two studies.

Factor Analysis

The data were factor analyzed to determine how many factors were among the eighty items. Eigenvalues above 1.00 were used, and the factors rotated for orthogonality. The items were then forced onto two factors to determine the relationship of items to orthogonality.

The best items were to be determined for each major factor and from the two factors. The "best" items were then to be re-run to determine if the data would become more distinct.

The factors were to have factor scores determined including "weighting" for the item to the factor so individual principal scores could be determined. The scores would be in "z" score format, or stated another way, scored so the grant mean would be 0.00 and the individual score would reflect deviation from the grand mean.

Summary

The data were to be collected from two other studies and factor analyzed. The factor analysis would provide measures for accurately plotting individual leader scores on the orthogonal dimensions of the Administrative Grid.

CHAPTER IV

ANALYSIS OF DATA

The purpose of the study was to construct an instrument capable of measuring leader style so the scores could be plotted on the Administrative Grid. Data from 455 secondary school teachers in 20 Iowa and 21 northeastern Missouri high schools were used as a basis for the study.

Reliability

Reliability was computed two different ways. The first consisted of administering the test instrument to eight graduate students employed full-time a week apart and scores correlated. The test-retest method using the Spearman-Brown formula fielded a score of .856 on the instrument.

The second test was the split-half technique using the Spearman-Brown correlation. The reliability for the various scales appear in Table 1. The reliability for the entire instrument using the split-half technique was .848.

Statistical Analysis

The data were correlated and factor analyzed. The correlation of items to the scales and instrument appear in Appendix B. The correlations of scales to scales appear in Appendix C.

The data were factor analyzed and the analysis of the eighty items with eigenvalues greater than 1.00 appear in Appendix D. The Appendix D data is the factor analysis with the factors rotated using Varimax Rotation.

OCS

Organizational Climate Survey

Self-Concept	.7230
Self-Image	.7592
Personal Freedom	.8253
Leader Goal Orientation	.8800
Leadership	.8942
Group Goal Orientation	.8358
Training and Development	.8634
Supervision	.9013
Salary and Benefits	.8609
Advancement Opportunity	.8416
Instrument Scale Totals	.8483

Reliability of Instrument

TABLE 1

Rather than the ten scales as originally thought, the factor analysis revealed that Leader Goal Orientation, Leadership, Supervision, and Training and Development all were measuring the same variable--Factor 1. The other scales were consistent, although, Self-Image measured two variables rather than one.

The 44 best items were then extracted and were factor analyzed separately. The 44 items were selected on the basis of the contribution to the factor, correlation to the scale, and contribution when only two factors were extracted. The latter two factors were run to determine if a "task" and "people" orientation could be found.

In the reanalysis, the 44 items were examined and seven factors with eigenvalues of 1.00 or greater extracted. The factor loadings after rotation appear in Appendix E. The percent of variance is also included in Appendix E. The seven factors were much clearer and verified the original scale names. The items were then forced onto three factors (Appendix F). The items tended to load on a definite task orientation (Factor 1), salary and benefits (Factor 2), and people orientation (Factor 3). The variance of the three factors are included in Appendix F.

Scoring

The scoring of the instrument is based upon factor scores for the 44 items. Seven scales and three dimensions are used, although, only the "task" and "people" orientations are reflected on the Administrative Grid. The factor scoring provides the raw scores for the 41 principals; the factor scores appear in Appendix G.

After raw scores were derived, means and standard deviations for each factor and dimension were computed. Table 2 depicts the means and

	SD	-3	-2	-1	x	+1	+2	+3
LGO	.7137	-2.15	-1.44	-.72	-.01	.70	1.42	2.13
SB	.6940	-2.17	-1.47	-.78	-.08	.61	1.30	2.00
PF	.3940	-1.11	-.72	-.32	.07	.46	.86	1.25
GGO	.3395	-1.03	-.69	-.35	-.01	.33	.67	1.01
SC	.3194	-.93	-.61	-.29	.03	.35	.66	.98
AO	.3920	-1.19	-.79	-.40	-.01	.38	.77	1.17
SI	.4301	-1.27	-.84	-.41	.02	.45	.88	1.31
Task	.7020	-2.00	-1.29	-.59	.11	.81	1.51	2.22
SB	.6835	-2.05	-1.37	-.69	.00	.68	1.36	2.05
People	.3810	-1.08	-.70	-.32	.06	.44	.82	1.21

Means, Standard Deviations of
41 Secondary Principals

TABLE 2

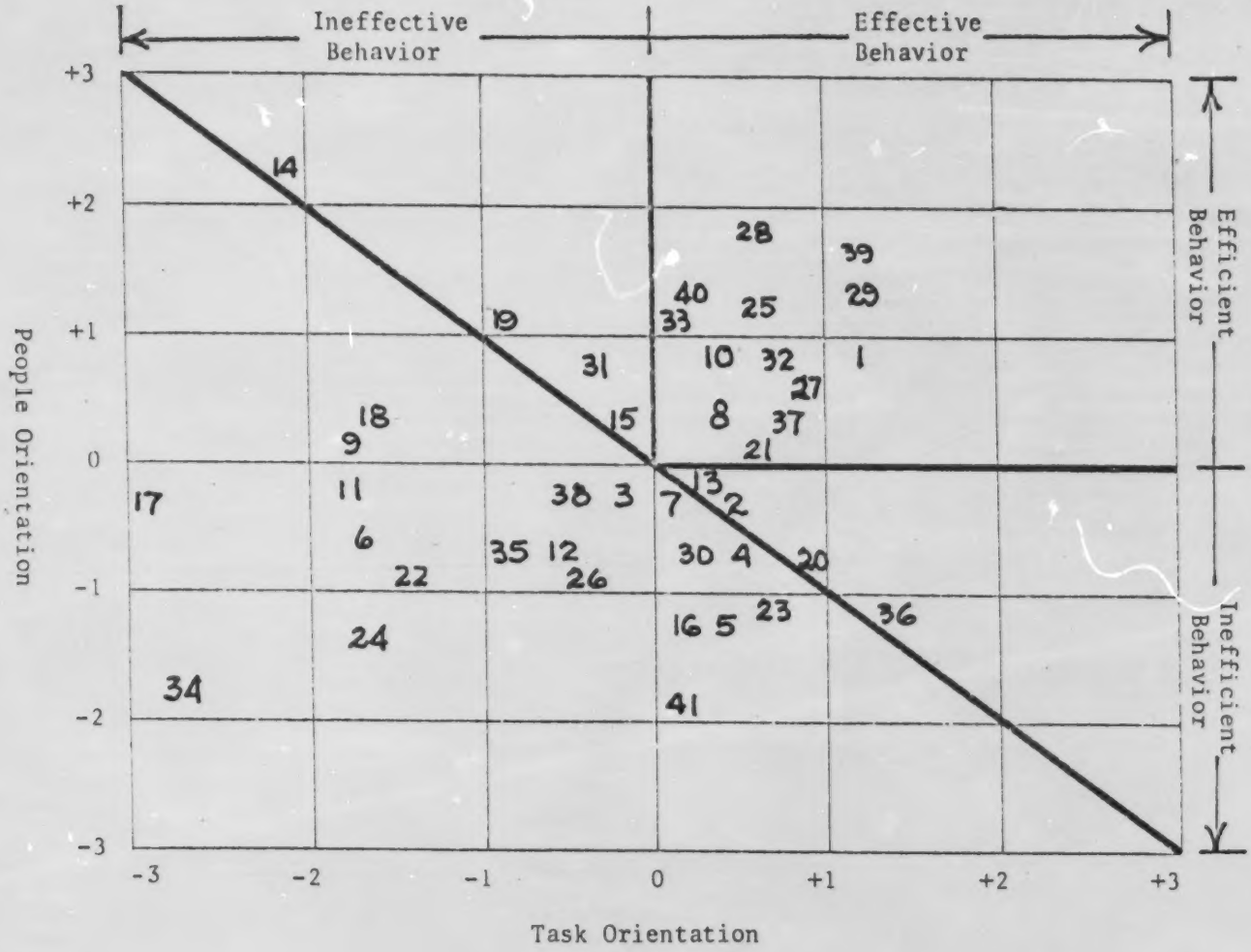
standard deviations for each factor.

Figure 2 illustrates the "task" and "people" dimensions of the 41 principals. The position on the Grid was determined by comparing the raw scores of the principals in Appendix G to the normalized data in Table 2.

Table 3 illustrates the "z" scores of the 41 principals converted to plus (above mean) or minus (below mean) for relative score.

Summary

The data was factor analyzed using 80 items from the instrument and eleven factors found. The best 44 items were then re-factor analyzed and seven significant factors found. The 44 items were used to derive raw scores



ADMINISTRATIVE GRID

FIGURE 2

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	LGO	SB	PF	GGO	SC	AO	SI	Task	SB	People
1	++	--	+	++	-	+	-	++	--	+
2	+	--	+	-	--	--	-	+	-	-
3	+	--	--	-	+	+	-	-	--	-
4	+	-	+	-	--	---	++	+	-	-
5	+	-	--	+	+	---	--	+	-	--
6	-	+	-	--	++	---	-	--	-	-
7	+	--	--	--	++	++	+	+	+	-
8	+	++	-	+	-	++	-	+	++	+
9	--	--	-	+	+	+	+	--	-	+
10	+	-	+	+	++	--	+	+	-	+
11	--	+	-	++	-	+	+	--	+	-
12	-	++	-	-	-	--	--	-	+	-
13	+	--	-	-	--	+	+	+	--	-
14	--	-	++	++	-	-	-	---	-	+++
15	-	+	+	++	+	-	+	-	+	+
16	+	+	-	-	-	+	+	+	+	--
17	---	++	+	+	--	-	+	---	++	-
18	-	+	-	+	+	+	--	--	+	+
19	+	--	+	-	-	++	--	-	-	++
20	+	-	-	--	-	+	-	+	--	-
21	+	++	+	-	-	-	+	+	++	+
22	-	+	--	---	+	+	+	--	-	-
23	+	--	-	-	--	-	+	+	--	--
24	--	--	-	--	--	+	-	--	--	--
25	+	+	+	+	++	++	--	+	+	++
26	-	-	--	+	+	++	-	-	-	-
27	++	-	-	-	+++	+	-	+	-	+
28	+	--	++	+	+	+	--	+	--	++
29	++	++	+	++	++	+	+++	++	++	++
30	+	++	-	+	--	+	+	+	++	-
31	-	++	+	+	+	-	-	-	+	+
32	+	--	++	+	+	-	+	+	-	+
33	+	-	+	+	+	+	++	+	-	++
34	--	--	--	--	-	+	-	---	-	--
35	+	+	--	-	+	+	++	-	-	-
36	++	+	--	-	--	+	+	++	+	--
37	++	++	+	++	-	+	+	+	++	+
38	-	+	-	--	+	-	-	-	-	-
39	++	-	++	-	+	+	++	++	-	++
40	+	++	++	-	+	+	++	+	+	++
41	+	+	--	+	--	-	+	+	+	--

"Z" SCORES OF 41 PRINCIPALS CONVERTED
TO PLUS (ABOVE MEAN) OR MINUS (BELOW MEAN)
TABLE 3

on the 41 principals. The raw scores were then normalized on all seven factors and three dimensions. The "task" and "people" dimensions were plotted on the Administrative Grid.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS

The purpose of the study was to develop an instrument capable of accurately measuring combinations of leader styles so that scores could be plotted on the Administrative Grid. The grid was proposed as a device useful to administrators in self-evaluation.

Summary

The data were collected by Harrington (1978) and Lawrence (1978) in 20 Iowa and 21 northeastern Missouri secondary schools. Four hundred and fifty-five teacher observations were factor analyzed in an attempt to create an instrument useful in plotting scores. The 44 best items were selected from the Organizational Climate Survey and re-factor analyzed.

Findings

The factor analyses revealed the following:

1. The Organizational Climate Survey contained 44 acceptable items.
2. Seven factors with significant eigenvalues are contained in the instrument.
3. The seven factors divided into three dimensions--task orientation, salary and benefits, and people orientation.
4. The scores can be used to find individual leader styles.

Conclusions

The following conclusions can be made based upon the data:

1. The Organizational Climate Survey can be used as a tool for indicating the style of a particular leader.
2. The Organizational Climate Survey has only 44 items useful in describing leader style, but the 44 need to be extracted from the 80 item instrument.
3. The Organizational Climate Survey was a highly reliable instrument with as few as eight people.
4. The Organizational Climate Survey has been standardized for high school principals and can be used as a data base for deriving future scores.

Recommendations for Further Study

The OCS has 80 items but only 44 were found to be useful in describing leader styles of high school principals. The following recommendations are made for further study:

1. Thirty-six new items should be created to replace the items found not useful in the study.
2. The study should be replicated in elementary schools and with superintendents to determine differences.
3. Work needs to be done on creating items which measure the factor for which they are created.
4. Studies need to be conducted to determine if leader styles can be changed once an administrator discovers what his style is.

Appendix A

Organizational Climate Survey

ORGANIZATIONAL CLIMATE

SURVEY

Manager/Administrator Profile: As Seen by Subordinates

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Donald G. Coleman
Greentop, Missouri 63546

Purpose of the Questionnaire

Name of manager/administrator _____

The person named above is participating in a special study and has requested that you and several of your colleagues complete the information in this questionnaire.

The data collected will be summarized by a research team and collective results made available for manager/administrator training. YOUR RESPONSES WILL ONLY BE SEEN BY THE RESEARCH TEAM. Please be assured that your anonymity will be protected. The results will be presented only in typewritten form--no one will be able to identify your response.

The research team urges you to be completely honest in your answers. The items contained in the questionnaire do not ask for judgments as to whether the situation is "good" or "bad." You are asked to evaluate the situation as you perceive it. We are not looking for consistency nor will you find "trick" statements. The purpose is to provide you the opportunity to describe the situation or feeling as you perceive it.

PLEASE--tell it like it is!!

Please return the completed questionnaire in the enclosed envelope to:

_____

_____

_____

INSTRUCTIONS

On the following pages is a list of 80 statements useful in describing perceptions as they are directed to yourself, the leader or manager named on the preceding page, the group members whose work this leader supervises, and the organization (agency, company, institution, or school district) in which you are employed.

1. READ each statement carefully.
2. THINK about the statement as it applies to you and your work environment.
3. DECIDE which descriptor from the list at the top of the page best fits into the blank space and describes the situation or feeling that you have toward the statement. (The descriptors are intended only as an aid in selecting a score on a 1 to 6 continuum.)
4. WRITE the number of your answer in the space provided.
5. MARK your answers as shown in the following samples:

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

a. I ___ enjoy going to work 6
b. I ___ seek to improve my image with colleagues. 2
c. The organization ___ provides work incentive programs for employees . . 5

6. NOTE the item (a) has been answered in a way that indicates the person "always" enjoys going to work. A number 6 has been placed in the answer space.

   Item (b) was answered to reflect that the person "seldom" seeks to improve his image with colleagues. A number 2 has been placed in the answer space.

   Item (c) indicates that the person believes the organization "often" provides work incentives for employees. A number 5 has been placed in the answer space.

Note: Each answer space provides an opportunity to evaluate the statement and each space must have an answer to include any portion of the questionnaire.

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

1. I ___ gain personal satisfaction from my work . . . . . ___
2. I am ___ treated as a valuable part of the organization . . . . . ___
3. I am ___ permitted personal freedom on my job . . . . . ___
4. My leader ___ believes in goal accomplishment . . . . . ___
5. The leader ___ displays a cooperative attitude toward subordinates. . . ___
6. Group members ___ strive to accomplish the goals of the organization. . ___
7. The leader is ___ concerned about the training and personal development of subordinates . . . . . ___
8. The leader ___ provides subordinates with specific direction for improving performance . . . . . ___
9. I feel the salary I receive is ___ comparable to what others make in similar organizations . . . . . ___
10. Advancement opportunities ___ exist for outstanding people in the organization. . . . . ___
11. I ___ have opportunity for growth and achievement in my work. . . . . ___
12. I ___ feel that I am accepted as a valuable member of the "organizational team". . . . . ___
13. I am ___ allowed to use my own judgment in resolving problems at work . ___
14. The behavior of my leader ___ supports goal accomplishment. . . . . ___
15. The leader ___ demonstrates concern for subordinates. . . . . ___
16. Group members ___ cooperate in achieving organizational goals . . . . . ___
17. Training and development of subordinates is ___ a priority item with the leader. . . . . ___
18. The leader ___ clearly outlines the procedures necessary for subordinates to improve performance. . . . . ___
19. My leader ___ does his part to see that I am equitably compensated. . . ___
20. When promotions occur, the organization ___ advances those demonstrating competence . . . . . ___
21. I ___ find my work challenging. . . . . ___
22. I ___ feel that I am important to the organization. . . . . ___
23. I ___ have the freedom to do my work in the manner I think is best. . . ___
24. High quality performance ___ results in rewards to group members. . . . ___
25. The leader ___ makes an effort to be fair to subordinates . . . . . ___
26. Group members ___ derive personal satisfaction from attempting to accomplish organizational goals . . . . . ___
27. The leader ___ conscientiously addresses problems related to the training and personal development of subordinates . . . . . ___

(Continue on next page)

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

28. The leader ___ suggests appropriate seminars, workshops, and courses for subordinates to attend in order to improve their performance. . . . ____

29. The fringe benefits I receive are ___ equitable when compared to what others receive in similar organizations . . . . . ____

30. Promotion policies are ___ fair . . . . . ____

31. My work ___ challenges my creativeness. . . . . ____

32. I ___ receive positive feedback about the quality of work I do. . . . . ____

33. When accepting a project at work, I am ___ given complete control over it . . . . . ____

34. My leader ___ derives satisfaction from goal accomplishment . . . . . ____

35. The leader ___ provides assistance to subordinates. . . . . ____

36. Group members ___ demonstrate concern for achieving the goals of the organization. . . . . ____

37. The behavior of the leader ___ reflects the importance of training and personal development of subordinates. . . . . ____

38. The leader ___ suggests personal programs of improvement which lead to increased production. . . . . ____

39. The salary I receive is ___ consistent with what I expected when I entered the career field that I did . . . . . ____

40. When an opening exists, skill is ___ the major part of the organization's promotional system . . . . . ____

41. My work ___ provides me with a sense of accomplishment. . . . . ____

42. I am ___ respected by co-workers. . . . . ____

43. I am permitted to ___ use a high degree of personal initiative on my job ____

44. Rewards are ___ based upon the quality of work performance. . . . . ____

45. The leader ___ keeps promises and fulfills obligations to subordinates. ____

46. Group members ___ voluntarily provide information considered valuable in meeting the goals of the organization. . . . . ____

47. The leader ___ assists with the training and personal development of subordinates. . . . . ____

48. The leader ___ urges increased performance by subordinates. . . . . ____

49. The salary and benefit package of this organization ___ keeps pace with its competitors. . . . . ____

50. Ability to perform on the job ___ provides the major consideration for personal advancement. . . . . ____

51. My career choice ___ makes good use of my ability . . . . . ____

52. I ___ have the respect of subordinates. . . . . ____

(Continue on next page)

(1) Never
(2) Seldom
(3) Infrequently
(4) Occasionally
(5) Often
(6) Always

53. I ___ have, to a large degree, a free hand in determining my work objectives. . . . . ___

54. Suggestions regarding goal achievement are ___ given full consideration by the leader . . . . . ___

55. The rules and regulations established by the leader are ___ reasonable. ___

56. Group members ___ believe the goals of the organization to be worthwhile ___

57. The leader ___ encourages subordinates to consider additional training. ___

58. The leader ___ works closely with subordinates in order to improve performance . . . . . ___

59. The salary and fringe benefits that I receive ___ keep pace with those of similar organizations in my geographical area. . . . . ___

60. Opportunity for advancement ___ depends on the ability to demonstrate outstanding proficiency in a position . . . . . ___

61. My work is ___ what I expected prior to entering my occupation. . . . . ___

62. I am ___ viewed as a positive influence in the organization . . . . . ___

63. I am ___ free to control my own behavior at work. . . . . ___

64. Performance measures are ___ based upon goal accomplishment . . . . . ___

65. Subordinates ___ respect the leader . . . . . ___

66. Group members ___ accept responsibility for achieving the goals of the organization. . . . . ___

67. The leader is ___ concerned about obsolesence in subordinates . . . . . ___

68. The behavior of the leader ___ reflects concern for improving subordinate performance. . . . . ___

69. The organization ___ strives to compensate subordinates adequately. . . ___

70. The outstanding people in the organization are ___ the ones promoted. . ___

71. I ___ feel my work is important . . . . . ___

72. I ___ strive to make my work an important contribution to the organization. . . . . ___

73. I ___ provide the direction for my own work . . . . . ___

74. The leader ___ strives hard to accomplish organizational objectives . . ___

75. The leader is ___ supported by subordinates . . . . . ___

76. The behavior of group members ___ supports goal accomplishment. . . . . ___

77. The leader ___ stresses the continuation for training and personal development of subordinates . . . . . ___

78. Improving subordinate performance is ___ a priority item with the leader ___

79. The salary and benefits I receive ___ offer economic security . . . . . ___

80. Opportunities for advancement in the organization are ___ consistent with top organizations in our field . . . . . ___

Appendix B

Correlations of Items to Scales

Self-Concept

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.3051	.3648	.3755	.6001	.3426	.3531	.4218	.6508	.3808
2		1.0000	.3707	.3679	.3633	.3280	.2318	.2963	.6318	.5541
3			1.0000	.6493	.5027	.3536	.2305	.4499	.7015	.4421
4				1.0000	.4880	.4151	.2580	.3959	.7227	.4383
5					1.0000	.4527	.3508	.5624	.7675	.3997
6						1.0000	.3262	.4730	.6820	.4052
7							1.0000	.3141	.5813	.4140
8								1.0000	.6960	.3955
Total										
ins. Total										

Self-Image

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.7202	.5286	.5278	.2899	.2572	.3800	.1442	.7620	.6812
2		1.0000	.6102	.5233	.3858	.3119	.4229	.2045	.8123	.6913
3			1.0000	.4180	.3903	.3223	.4756	.2909	.7590	.5580
4				1.0000	.2064	.1856	.3466	.1702	.6911	.6020
5					1.0000	.6615	.5398	.2766	.6227	.3241
6						1.0000	.5474	.2805	.5834	.3390
7							1.0000	.3095	.7018	.4670
8								1.0000	.4281	.3163
Total										
Ins. Total										

Personal Freedom

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.5170	.6221	.4655	.4902	.5370	.4741	.3331	.7540	.4389
2		1.0000	.5180	.4612	.3973	.4225	.4873	.3169	.7011	.4364
3			1.0000	.5268	.5716	.5723	.5418	.3866	.7882	.4663
4				1.0000	.4568	.4981	.5029	.2984	.7339	.5266
5					1.0000	.5947	.5797	.4057	.7543	.5335
6						1.0000	.6125	.5242	.7888	.4581
7							1.0000	.5464	.7910	.5065
8								1.0000	.6115	.2968
Total										
ms. Total										

Leader Goal Orientation

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.6718	.3469	.6195	.3074	.5586	.4047	.6338	.7619	.6597
2		1.0000	.3611	.5796	.2845	.6420	.2900	.6770	.7790	.7211
3			1.0000	.3127	.5470	.4032	.4374	.3762	.6704	.6041
4				1.0000	.3447	.5553	.4244	.6066	.7396	.6678
5					1.0000	.3346	.4899	.3521	.6463	.5570
6						1.0000	.4828	.6814	.7874	.7265
7							1.0000	.4106	.6865	.6180
8								1.0000	.7973	.7598
Total										
ins. Total										

Leadership

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.7433	.7572	.6753	.6746	.6449	.6683	.6220	.8484	.6625
2		1.0000	.7654	.7281	.6981	.6632	.7360	.6853	.8862	.7577
3			1.0000	.6570	.7157	.6919	.6651	.6590	.8652	.7214
4				1.0000	.6745	.5921	.6774	.6559	.8311	.7271
5					1.0000	.6707	.7063	.6553	.8547	.7225
6						1.0000	.6427	.6299	.8081	.6629
7							1.0000	.7922	.8667	.7295
8								1.0000	.8337	.7250
Total										
Ins. Total										

Group Goal Orientation

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.6550	.5134	.5922	.4562	.4678	.5244	.5871	.7633	.4501
2		1.0000	.5501	.6619	.5248	.4893	.5213	.5715	.7930	.5229
3			1.0000	.6088	.5495	.5586	.5492	.5655	.7833	.5988
4				1.0000	.5788	.4777	.6024	.6185	.8230	.5001
5					1.0000	.4871	.5390	.5688	.7580	.5444
6						1.0000	.5353	.5468	.7252	.5869
7							1.0000	.7272	.7905	.5409
8								1.0000	.8186	.5671
Total										
Ins. Total										

Training and Development

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.7168	.6534	.6653	.6066	.6102	.5658	.6527	.8353	.7225
2		1.0000	.6980	.6539	.6456	.5696	.5796	.6293	.8389	.7081
3			1.0000	.6879	.6536	.5479	.5639	.6229	.8286	.7275
4				1.0000	.6230	.5583	.5867	.6399	.8283	.7700
5					1.0000	.5365	.5841	.6021	.8044	.7073
6						1.0000	.5451	.7960	.7941	.6611
7							1.0000	.6188	.7653	.7200
8								1.0000	.8515	.7331
Total										
Ins. Total										

Supervision

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.7680	.5151	.5731	.5538	.6707	.6363	.6290	.8179	.6882
2		1.0000	.5138	.5875	.5795	.6967	.6539	.6680	.8378	.7191
3			1.0000	.6517	.4506	.5437	.5080	.5669	.7310	.6116
4				1.0000	.5912	.6376	.6302	.6427	.8129	.6881
5					1.0000	.6452	.6347	.6533	.7785	.6507
6						1.0000	.7511	.7300	.8668	.7470
7							1.0000	.7382	.8443	.7739
8								1.0000	.8566	.7419
Total										
Ins. Total										

Salary and Benefits

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.2171	.5927	.6522	.7068	.6771	.4562	.4736	.8154	.3982
2		1.0000	.3034	.1910	.2421	.2586	.3924	.2710	.4769	.6430
3			1.0000	.4972	.6097	.5908	.4893	.4888	.7614	.4602
4				1.0000	.6255	.6209	.4433	.5508	.7646	.4062
5					1.0000	.7727	.5675	.6384	.8598	.4901
6						1.0000	.5482	.5814	.8387	.4327
7							1.0000	.5337	.7228	.6126
8								1.0000	.7698	.4502
Total										
Ins. Total										

Opportunity for Advancement

	1	2	3	4	5	6	7	8	Total	Instrument Total
1	1.0000	.3874	.2320	.2719	.3152	.4065	.4171	.2947	.5643	.3642
2		1.0000	.4617	.4844	.4016	.4891	.5489	.3969	.7338	.5491
3			1.0000	.4913	.4538	.4683	.4268	.4429	.6781	.5229
4				1.0000	.5449	.5908	.5256	.4674	.7518	.5853
5					1.0000	.6736	.5462	.4649	.7716	.5863
6						1.0000	.6558	.5439	.8246	.5967
7							1.0000	.5466	.7958	.5169
8								1.0000	.7118	.5811
Total										
ns. Total										

Appendix C

Correlation of Scales to Scales

	SC 1	SI 2	PF 3	LGO 4	LDR 5	GGO 6	TD 7	SUP 8	SB 9	OA 10
SC 1	1.00	.60	.47	.51	.40	.45	.44	.43	.43	.45
SI 2		1.00	.55	.67	.58	.52	.60	.60	.40	.49
PF 3			1.00	.55	.58	.38	.46	.41	.28	.30
LGO 4				1.00	.80	.57	.83	.81	.46	.64
LDR 5					1.00	.46	.79	.77	.43	.48
GGO 6						1.00	.55	.49	.41	.50
TD 7							1.00	.93	.40	.55
SUP 8								1.00	.39	.54
SB 9									1.00	.57
OA 10										1.00

Appendix D

Factor Analysis with Varimax Rotation

Factor Analysis of All Eighty Items

with Factors Rotated (VARIMAX)

		1	2	3	4	5	6	7	8	9	10	11
SC	1	.14	.03	.14	.07	.47	.10	.10	.21	-.12	-.07	.55
	2	.26	.22	.23	.17	.29	.24	-.07	.36	-.10	-.16	.07
	3	.16	.08	.17	.14	.68	.15	-.13	.19	.01	.10	.02
	4	.12	.16	.13	.17	.67	.18	-.13	.15	.04	.05	.03
	5	.12	.05	.15	.07	.67	.07	.18	.19	-.10	-.01	.35
	6	.14	.22	.00	.08	.62	.11	.26	-.06	.10	-.12	.07
	7	.19	.28	.18	.09	.26	.02	.12	.09	.14	.03	.61
	8	.13	.03	.14	.10	.73	.06	.15	.02	.08	-.04	.07
SI	1	.45	.13	.24	.10	.08	.22	.17	.56	.13	-.06	.07
	2	.46	.06	.21	.21	.13	.19	.27	.56	.09	-.09	.01
	3	.27	.04	.13	.18	.35	.16	.32	.50	.07	.08	.03
	4	.46	.08	.18	.03	.17	.17	.12	.40	.05	.14	-.01
	5	.06	.03	.14	.20	.13	.07	.79	.10	-.05	.01	.08
	6	.13	.07	.12	.14	.10	.07	.81	-.02	.04	-.09	.01
	7	.20	.15	.16	.12	.14	.12	.67	.20	-.03	.12	.08
	8	.11	.00	.19	.13	.57	.02	.32	-.22	.04	.08	-.13
PF	1	.17	.03	.73	.07	.05	.09	-.06	.18	.06	-.13	.16
	2	.20	-.01	.65	.14	.00	.07	.18	.14	-.05	-.21	.03
	3	.19	.11	.77	.06	.04	.07	.05	.08	.08	-.00	.13
	4	.35	-.03	.59	.11	.07	.11	.08	.02	.10	-.14	.07
	5	.22	.12	.64	.10	.23	.12	.15	.09	.03	.07	.00
	6	.22	.04	.74	.10	.20	-.01	.07	.01	.08	.07	-.10
	7	.24	.10	.72	.08	.13	.08	.09	.02	-.01	.22	.04
	8	.13	-.01	.57	.11	.28	-.08	.12	-.18	-.02	.31	.18
LGO	1	.68	.05	.18	.16	.10	.05	.08	.06	.03	-.06	-.03
	2	.72	.06	.25	.12	.06	.05	.02	.11	.30	-.09	.02
	3	.33	.04	.11	.16	.13	.51	-.02	.36	.01	-.01	.03
	4	.64	.09	.26	.07	.12	.10	.14	.15	-.01	.13	-.07
	5	.25	.11	.12	.15	.08	.62	-.04	.28	-.06	.15	-.11
	6	.65	.14	.24	.15	.07	.15	.07	.07	.18	.07	.09
	7	.36	.12	.19	.16	.10	.47	.12	.04	.04	.17	.10
	8	.73	.13	.18	.18	.15	.10	.10	-.01	.23	.12	-.02
LDR	1	.62	.10	.33	.01	.03	.06	-.03	.15	.41	-.20	.00
	2	.73	.10	.24	.10	.05	.12	-.01	.15	.36	-.08	-.01
	3	.63	.17	.32	.10	.01	.13	.01	.11	.41	-.15	-.05
	4	.73	.06	.21	.10	.09	.13	-.03	.11	.25	.01	.03
	5	.67	.18	.23	.02	.11	.11	.02	.07	.41	-.03	.07
	6	.58	.16	.41	.04	.05	.06	-.03	.01	.40	-.00	.08
	7	.67	.09	.17	.16	.05	.18	.00	.09	.46	.13	.03
	8	.59	.12	.23	.26	-.01	.17	-.01	.13	.44	.20	.08
GGO	1	.18	.14	.03	.75	.09	.01	.08	.02	.07	-.19	.06
	2	.24	.08	.07	.74	.04	.10	.14	.11	.03	-.15	.06
	3	.29	.05	.06	.64	.19	.27	.03	.18	-.01	-.04	.03
	4	.18	.07	.06	.78	.12	.15	.11	.05	-.06	-.01	.10
	5	.21	.17	.17	.63	.10	.24	.06	.02	-.12	.05	-.05
	6	.30	.17	.16	.57	.15	.13	.01	-.00	.24	.18	.01
	7	.24	.16	.12	.71	.07	.17	.12	-.05	.04	.10	-.05
	8	.24	.12	.13	.74	.10	.18	.07	.07	.06	.16	-.05

TD	1	.79	.08	.16	.16	.13	.04	.04	.07	.00	-.16	-.10
	2	.76	.07	.07	.21	.08	.10	.06	.04	-.04	-.14	.02
	3	.76	.05	.06	.16	.07	.20	.03	.08	.02	-.19	.07
	4	.73	.11	.19	.21	.08	.20	.02	-.02	.13	.01	-.01
	5	.72	.06	.06	.18	-.01	.28	.04	.07	-.08	-.01	.09
	6	.73	.06	.11	.08	.13	.16	.09	-.02	-.27	.11	.04
	7	.67	.11	.16	.20	.01	.24	.11	.04	.05	.11	.04
	8	.78	.08	.05	.14	.17	.21	.04	-.02	-.17	.11	.07
SUP	1	.77	.05	.05	.12	.08	.07	.06	.16	-.05	-.13	.02
	2	.77	.08	.04	.12	.11	.17	.01	.14	-.04	-.10	-.00
	3	.63	.12	.04	.14	-.03	.23	.03	.03	-.24	-.10	.19
	4	.74	.05	.11	.10	.02	.26	.05	-.01	-.18	-.02	.08
	5	.72	.06	.02	.11	.14	.12	.12	.05	-.12	.10	-.00
	6	.81	.06	.04	.11	.09	.18	.06	.06	.03	.10	.10
	7	.82	.09	.12	.10	.08	.15	.12	.02	.14	.09	-.02
	8	.80	.10	.04	.10	.12	.20	.06	.01	-.06	.16	-.01
SB	1	.09	.83	.06	.08	.01	.06	.03	.02	-.00	-.14	.10
	2	.52	.18	.17	.09	.06	.17	.06	.30	.18	-.21	-.05
	3	.19	.72	.08	.11	.08	.12	-.02	-.06	.07	-.21	-.09
	4	.07	.75	.06	.11	.12	.11	.07	-.00	-.06	.04	.11
	5	.12	.83	.05	.13	.04	.20	.06	.04	-.02	.01	.01
	6	.10	.84	.02	.05	.08	.12	.05	.02	.12	.05	-.04
	7	.25	.55	.10	.13	.19	.34	.04	.22	.04	.09	-.13
	8	.09	.72	.01	.16	.02	.21	.06	.13	.05	.17	.13
OA	1	.24	.08	-.14	.05	-.01	.51	.05	.06	-.03	-.24	-.00
	2	.26	.07	.11	.19	.07	.63	.02	.09	-.01	-.23	.01
	3	.21	.28	.17	.11	.23	.51	-.09	-.00	.02	-.22	-.24
	4	.26	.24	.11	.14	.10	.62	.06	-.03	.07	.02	.00
	5	.26	.12	.10	.15	.10	.69	.10	.07	.03	.10	.05
	6	.24	.18	.01	.11	.11	.77	.10	.08	.06	.11	.07
	7	.14	.24	.01	.16	.05	.75	.08	-.06	.07	-.05	.06
	8	.24	.50	.05	.13	.11	.48	-.01	.02	.03	.14	.06

Appendix E

Factor Analysis with 44 Items and Varimax Rotation

and

Proportional Contribution to Common Variances

Factor Analysis On Only 44 Items With

Factors Rotated (VARIMAX)

		1	2	3	4	5	6	7
SC	4	.14	.15	.18	.16	.68	-.16	.17
	5	.12	.05	.16	.06	.77	.17	.06
	6	.16	.23	.03	.07	.68	.19	.01
	8	.17	.04	.17	.09	.74	.09	-.01
SI	5	.07	.05	.13	.18	.18	.84	.07
	6	.14	.10	.11	.13	.10	.84	.02
PF	1	.20	.03	.74	.10	.08	-.09	.04
	3	.20	.10	.79	.07	.04	.04	.04
	5	.23	.11	.69	.08	.23	.20	.08
	6	.23	.02	.75	.06	.18	.11	-.08
	7	.26	.08	.69	.03	.12	.15	.09
LGO	1	.71	.05	.17	.17	.06	.12	-.06
	2	.78	.09	.28	.11	.01	.02	-.07
	4	.65	.06	.25	.04	.12	.21	.05
	6	.69	.17	.26	.10	.05	.11	.05
	8	.76	.15	.22	.12	.10	.10	.02
LDR	1	.70	.13	.39	.02	-.01	-.10	-.06
	2	.79	.13	.29	.09	.02	-.05	.01
	4	.76	.07	.26	.08	.09	-.06	.07
	5	.73	.21	.30	-.01	.06	-.01	.01
	6	.64	.18	.46	.00	-.01	-.04	-.07
	7	.74	.12	.26	.09	-.00	-.00	.11
GGO	1	.20	.16	.05	.80	.09	.06	-.06
	2	.27	.10	.08	.80	.06	.11	.05
	4	.19	.08	.07	.80	.17	.09	.18
	7	.25	.18	.13	.67	.07	.11	.16
TD	1	.81	.06	.11	.17	.12	-.02	-.07
	2	.77	.07	.02	.23	.10	.05	.06
	3	.78	.07	.04	.16	.09	.03	.14
	5	.72	.07	.02	.18	.04	.02	.28
	8	.75	.06	.01	.12	.19	.08	.23
SUP	1	.80	.04	.00	.12	.11	.09	-.04
	2	.80	.08	-.01	.11	.15	.03	.10
	6	.82	.06	.04	.09	.10	.03	.20
	7	.84	.09	.14	.07	.06	.12	.12
	8	.79	.08	.02	.08	.14	.05	.24
SB	1	.09	.85	.05	.09	.03	.01	.02
	3	.21	.74	.08	.11	.05	-.01	-.03
	4	.06	.76	.07	.07	.15	.06	.10
	5	.14	.85	.04	.11	.07	.06	.13
	6	.13	.85	.05	-.00	.09	.02	.07
	8	.10	.72	.07	.13	.07	.05	.20
OA	6	.30	.23	.07	.11	.12	.07	.78
	7	.20	.30	.05	.17	.08	.03	.76

Proportional Contribution to Common
Variances by Rotated Factors

Factor	
1	12.8096
2	4.3869
3	3.8862
4	2.8522
5	2.5156
6	1.7834
7	1.6979

Appendix F

Factor Analysis Extracting Three Factors
with Varimax Rotation
and
Proportional Contributions of
Common Variances

Factor Analysis On Only 44 Items

Extracting Three Factors

		1	2	3
SC	4	.14	.30	.43
	5	.09	.19	.55
	6	.11	.34	.40
	8	.13	.16	.52
SI	5	.04	.18	.48
	6	.10	.19	.42
PF	1	.24	-.03	.62
	3	.23	.02	.68
	5	.24	.10	.73
	6	.24	-.05	.74
	7	.27	.04	.67
LGO	1	.70	.09	.23
	2	.78	.07	.25
	4	.64	.09	.32
	6	.69	.19	.28
	8	.75	.18	.27
LDR	1	.70	.06	.28
	2	.80	.12	.24
	4	.77	.10	.24
	5	.72	.17	.27
	6	.64	.09	.36
	7	.75	.14	.22
GGO	1	.25	.37	.22
	2	.33	.34	.24
	4	.25	.37	.28
	7	.31	.40	.26
TD	1	.81	.10	.16
	2	.77	.18	.11
	3	.79	.17	.09
	5	.74	.21	.06
	8	.75	.20	.13
SUP	1	.79	.10	.10
	2	.79	.17	.08
	6	.82	.17	.09
	7	.83	.15	.18
	8	.79	.20	.09
SB	1	.06	.79	.06
	3	.17	.68	.09
	4	.02	.75	.14
	5	.11	.84	.09
	6	.08	.79	.07
	8	.08	.74	.11
OA	6	.35	.47	.12
	7	.25	.54	.07

Proportional Contribution of Common
Variances by Rotated Factors

Factor	
1	12.9298
2	5.3858
3	4.9867

Appendix G

Individual Scores of 41 Principals

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.7386	0.6099	0.051	*
SALARY AND BENEFITS	FACTOR	-1.0835	1.0737	0.004	*
PERSONAL FREEDOM	FACTOR	0.3568	0.6792	0.345	
GROUP GOAL ORIENTATION	FACTOR	0.5288	0.9736	0.162	
SELF CONCEPT	FACTOR	-0.0048	1.1797	0.990	
ADVANCEMENT OPPORTUNITY	FACTOR	0.0886	0.6581	0.815	
SELF IMAGE	FACTOR	-0.1326	0.8895	0.726	
TASK ORIENTATION	DIMENSION	0.8355	0.6421	0.027	*
SALARY AND BENEFITS	DIMENSION	-0.8822	1.2039	0.020	*
PEOPLE ORIENTATION	DIMENSION	0.4149	0.9169	0.272	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.3639	0.4174	0.190	
SALARY AND BENEFITS	FACTOR	-0.2303	0.8178	0.406	
PERSONAL FREEDOM	FACTOR	0.4608	1.0322	0.097	
GROUP GOAL ORIENTATION	FACTOR	-0.3050	0.7972	0.271	
SELF CONCEPT	FACTOR	-0.4050	0.7987	0.144	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.6238	0.5880	0.025	*
SELF IMAGE	FACTOR	-0.3446	1.0765	0.214	
TASK ORIENTATION	DIMENSION	0.3952	0.4020	0.154	
SALARY AND BENEFITS	DIMENSION	-0.5485	1.0259	0.048	*
PEOPLE ORIENTATION	DIMENSION	-0.0355	1.0799	0.898	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.0934	0.8348	0.768	
SALARY AND BENEFITS	FACTOR	-1.1165	0.9278	0.000	*
PERSONAL FREEDOM	FACTOR	-0.3397	0.6303	0.283	
GROUP GOAL ORIENTATION	FACTOR	-0.3095	1.5925	0.328	
SELF CONCEPT	FACTOR	0.1568	0.7128	0.620	
ADVANCEMENT OPPORTUNITY	FACTOR	0.1575	0.8789	0.618	
SELF IMAGE	FACTOR	-0.0450	0.5539	0.887	
TASK ORIENTATION	DIMENSION	0.0932	0.9014	0.768	
SALARY AND BENEFITS	DIMENSION	-1.0122	0.6289	0.001	*
PEOPLE ORIENTATION	DIMENSION	-0.1859	0.8075	0.557	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.1556	1.1463	0.641	
SALARY AND BENEFITS.....FACTOR	-0.1889	0.8248	0.571	
PERSONAL FREEDOM.....FACTOR	0.3288	1.0296	0.324	
GROUP GOAL ORIENTATION.....FACTOR	-0.0651	0.6973	0.845	
SELF CONCEPT.....FACTOR	-0.3439	1.5370	0.302	
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.8385	1.3421	0.012	*
SELF IMAGE.....FACTOR	0.7175	0.8575	0.031	*
TASK ORIENTATION.....DIMENSION	0.2872	1.1090	0.389	
SALARY AND BENEFITS.....DIMENSION	-0.1455	1.0310	0.662	
PEOPLE ORIENTATION.....DIMENSION	-0.1926	0.4518	0.563	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.2685	0.7149	0.448	
SALARY AND BENEFITS.....FACTOR	-0.1116	1.0676	0.752	
PERSONAL FREEDOM.....FACTOR	-0.3269	0.5449	0.355	
GROUP GOAL ORIENTATION.....FACTOR	0.1397	1.1905	0.693	
SELF CONCEPT.....FACTOR	0.1431	0.9007	0.686	
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.8750	1.4933	0.013	*
SELF IMAGE.....FACTOR	-0.4845	1.2299	0.171	
TASK ORIENTATION.....DIMENSION	0.2747	0.8426	0.437	
SALARY AND BENEFITS.....DIMENSION	-0.1856	0.8338	0.600	
PEOPLE ORIENTATION.....DIMENSION	-0.4281	0.9686	0.226	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	-0.7140	0.9271	0.032	*
SALARY AND BENEFITS.....FACTOR	-0.0713	0.5179	0.831	
PERSONAL FREEDOM.....FACTOR	0.0310	1.4079	0.926	
GROUP GOAL ORIENTATION.....FACTOR	-0.3975	0.8775	0.233	
SELF CONCEPT.....FACTOR	0.6425	0.7066	0.054	*
ADVANCEMENT OPPORTUNITY.....FACTOR	-1.1203	1.0917	0.001	*
SELF IMAGE.....FACTOR	-0.0381	0.7016	0.909	
TASK ORIENTATION.....DIMENSION	-0.7116	0.8553	0.033	*
SALARY AND BENEFITS.....DIMENSION	-0.1920	0.7181	0.565	
PEOPLE ORIENTATION.....DIMENSION	-0.0818	1.2729	0.806	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.1722	0.5714	0.453	
SALARY AND BENEFITS.....FACTOR	0.4877	0.8748	0.034	*
PERSONAL FREEDOM.....FACTOR	-0.3393	0.7454	0.139	
GROUP GOAL ORIENTATION.....FACTOR	-0.0848	1.0436	0.712	
SELF CONCEPT.....FACTOR	0.1777	0.9439	0.439	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.4251	0.6801	0.064	
SELF IMAGE.....FACTOR	0.3006	0.6154	0.190	
TASK ORIENTATION.....DIMENSION	0.1117	0.5683	0.626	
SALARY AND BENEFITS.....DIMENSION	0.6036	0.6960	0.009	*
PEOPLE ORIENTATION.....DIMENSION	-0.0948	0.8790	0.679	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.5078	0.6650	0.079	
SALARY AND BENEFITS.....FACTOR	0.8092	0.6935	0.005	*
PERSONAL FREEDOM.....FACTOR	0.0689	0.7678	0.811	
GROUP GOAL ORIENTATION.....FACTOR	0.1072	0.8430	0.710	
SELF CONCEPT.....FACTOR	-0.0329	0.9276	0.909	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.5157	0.9176	0.074	
SELF IMAGE.....FACTOR	0.0192	0.7508	0.947	
TASK ORIENTATION.....DIMENSION	0.4449	0.6217	0.123	
SALARY AND BENEFITS.....DIMENSION	0.7936	0.7982	0.006	*
PEOPLE ORIENTATION.....DIMENSION	0.2051	0.7857	0.477	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	-1.0398	1.6549	0.002	*
SALARY AND BENEFITS.....FACTOR	-0.9409	0.8242	0.005	*
PERSONAL FREEDOM.....FACTOR	-0.1723	1.4753	0.605	
GROUP GOAL ORIENTATION.....FACTOR	0.1637	1.1227	0.623	
SELF CONCEPT.....FACTOR	0.2100	1.3080	0.529	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.2644	0.7895	0.428	
SELF IMAGE.....FACTOR	0.1837	0.8400	0.582	
TASK ORIENTATION.....DIMENSION	-0.9812	1.6575	0.003	*
SALARY AND BENEFITS.....DIMENSION	-0.6931	0.6475	0.038	*
PEOPLE ORIENTATION.....DIMENSION	0.0705	1.2561	0.833	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)
LEADER GOAL ORIENTATION.....FACTOR	0.1394	0.4278	0.712
SALARY AND BENEFITS.....FACTOR	-0.4651	0.7295	0.218
PERSONAL FREEDOM.....FACTOR	0.4626	0.5612	0.221
GROUP GOAL ORIENTATION.....FACTOR	0.1432	0.8154	0.705
SELF CONCEPT.....FACTOR	0.3812	0.5913	0.313
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.5761	0.7766	0.127
SELF IMAGE.....FACTOR	0.2840	1.3115	0.452
TASK ORIENTATION.....DIMENSION	0.2255	0.5656	0.551
SALARY AND BENEFITS.....DIMENSION	-0.3426	0.6555	0.365
PEOPLE ORIENTATION.....DIMENSION	0.3890	0.8573	0.303

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)
LEADER GOAL ORIENTATION.....FACTOR	-1.0108	1.1083	0.000 *
SALARY AND BENEFITS.....FACTOR	0.1413	0.8535	0.538
PERSONAL FREEDOM.....FACTOR	-0.1418	0.9431	0.536
GROUP GOAL ORIENTATION.....FACTOR	0.6136	0.6341	0.007 *
SELF CONCEPT.....FACTOR	-0.0912	0.7209	0.691
ADVANCEMENT OPPORTUNITY.....FACTOR	0.3163	0.6693	0.168
SELF IMAGE.....FACTOR	0.1825	1.0856	0.426
TASK ORIENTATION.....DIMENSION	-0.9589	1.1391	0.000 *
SALARY AND BENEFITS.....DIMENSION	0.3542	0.8597	0.123
PEOPLE ORIENTATION.....DIMENSION	0.0264	1.0475	0.908

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)
LEADER GOAL ORIENTATION.....FACTOR	-0.2923	0.8758	0.311
SALARY AND BENEFITS.....FACTOR	0.7229	0.8594	0.012 *
PERSONAL FREEDOM.....FACTOR	0.0611	1.3227	0.832
GROUP GOAL ORIENTATION.....FACTOR	-0.2833	1.2645	0.326
SELF CONCEPT.....FACTOR	-0.2424	1.2438	0.401
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.5222	1.4834	0.070
SELF IMAGE.....FACTOR	-0.8266	1.3347	0.004 *
TASK ORIENTATION.....DIMENSION	-0.3692	0.8543	0.201
SALARY AND BENEFITS.....DIMENSION	0.2486	1.1076	0.389
PEOPLE ORIENTATION.....DIMENSION	-0.2398	1.3756	0.406

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.1173	0.7044	0.740	
SALARY AND BENEFITS.....FACTOR	-0.8796	0.7612	0.013	*
PERSONAL FREEDOM.....FACTOR	0.0526	0.7076	0.882	
GROUP GOAL ORIENTATION.....FACTOR	-0.3327	0.8899	0.347	
SELF CONCEPT.....FACTOR	-0.3359	1.2524	0.342	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.3354	0.9824	0.343	
SELF IMAGE.....FACTOR	0.2684	0.5669	0.448	
TASK ORIENTATION.....DIMENSION	0.1573	0.7543	0.656	
SALARY AND BENEFITS.....DIMENSION	-0.8358	0.8950	0.018	*
PEOPLE ORIENTATION.....DIMENSION	-0.0603	0.5021	0.865	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	-1.4159	1.5303	0.002	*
SALARY AND BENEFITS.....FACTOR	-0.4019	0.9213	0.369	
PERSONAL FREEDOM.....FACTOR	1.1269	0.8645	0.012	*
GROUP GOAL ORIENTATION.....FACTOR	0.4300	1.0373	0.336	
SELF CONCEPT.....FACTOR	-0.2011	0.8846	0.653	
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.2398	0.9411	0.592	
SELF IMAGE.....FACTOR	-0.4147	1.8477	0.354	
TASK ORIENTATION.....DIMENSION	-1.3010	1.5007	0.004	*
SALARY AND BENEFITS.....DIMENSION	-0.5884	0.7678	0.188	
PEOPLE ORIENTATION.....DIMENSION	0.8422	1.1153	0.060	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)
LEADER GOAL ORIENTATION.....FACTOR	-0.1719	0.8444	0.505
SALARY AND BENEFITS.....FACTOR	0.0362	0.8097	0.888
PERSONAL FREEDOM.....FACTOR	0.1230	1.0919	0.634
GROUP GOAL ORIENTATION.....FACTOR	0.3769	0.5172	0.144
SELF CONCEPT.....FACTOR	0.1257	0.4958	0.626
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.2216	0.7496	0.391
SELF IMAGE.....FACTOR	0.1552	1.1912	0.548
TASK ORIENTATION.....DIMENSION	-0.1182	0.8184	0.647
SALARY AND BENEFITS.....DIMENSION	0.1624	0.8317	0.529
PEOPLE ORIENTATION.....DIMENSION	0.1399	0.8527	0.588

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.4128	0.4446	0.153	
SALARY AND BENEFITS	FACTOR	0.5297	0.5241	0.067	
PERSONAL FREEDOM	FACTOR	-0.5013	0.8233	0.082	
GROUP GOAL ORIENTATION	FACTOR	-0.1096	0.8875	0.704	
SELF CONCEPT	FACTOR	-0.0715	0.6965	0.804	
ADVANCEMENT OPPORTUNITY	FACTOR	0.1146	0.9332	0.691	
SELF IMAGE	FACTOR	0.1962	1.0969	0.497	
TASK ORIENTATION	DIMENSION	0.3609	0.4500	0.211	
SALARY AND BENEFITS	DIMENSION	0.5725	0.3321	0.047	*
PEOPLE ORIENTATION	DIMENSION	-0.4389	0.9322	0.128	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-2.2074	0.8136	0.000	*
SALARY AND BENEFITS	FACTOR	1.1137	0.8092	0.001	*
PERSONAL FREEDOM	FACTOR	0.1761	0.9430	0.597	
GROUP GOAL ORIENTATION	FACTOR	0.3358	0.9017	0.314	
SELF CONCEPT	FACTOR	-0.3357	0.7885	0.314	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.1734	1.3534	0.603	
SELF IMAGE	FACTOR	0.3459	1.3214	0.272	
TASK ORIENTATION	DIMENSION	-2.1534	0.8171	0.000	*
SALARY AND BENEFITS	DIMENSION	1.0506	0.6496	0.002	*
PEOPLE ORIENTATION	DIMENSION	-0.0411	0.9295	0.902	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.6658	1.0088	0.016	*
SALARY AND BENEFITS	FACTOR	0.5387	0.6808	0.052	*
PERSONAL FREEDOM	FACTOR	-0.0278	1.0073	0.920	
GROUP GOAL ORIENTATION	FACTOR	0.1882	1.2997	0.497	
SELF CONCEPT	FACTOR	0.2643	0.6017	0.341	
ADVANCEMENT OPPORTUNITY	FACTOR	0.0665	1.2962	0.811	
SELF IMAGE	FACTOR	-0.4599	0.9463	0.097	
TASK ORIENTATION	DIMENSION	-0.7236	0.9231	0.009	*
SALARY AND BENEFITS	DIMENSION	0.4409	0.4807	0.112	
PEOPLE ORIENTATION	DIMENSION	0.1644	1.0543	0.553	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.0019	0.7915	0.995	
SALARY AND BENEFITS.....FACTOR	-0.7937	0.7230	0.012	*
PERSONAL FREEDOM.....FACTOR	0.3293	0.9147	0.298	
GROUP GOAL ORIENTATION.....FACTOR	-0.0699	1.3371	0.825	
SELF CONCEPT.....FACTOR	0.0369	1.5846	0.907	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.6079	1.1109	0.055	*
SELF IMAGE.....FACTOR	-1.0867	1.0152	0.001	*
TASK ORIENTATION.....DIMENSION	-0.0602	0.9150	0.849	
SALARY AND BENEFITS.....DIMENSION	-1.0219	0.9096	0.001	*
PEOPLE ORIENTATION.....DIMENSION	0.5227	1.4101	0.098	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.7059	0.8120	0.034	*
SALARY AND BENEFITS.....FACTOR	-0.7835	0.9632	0.019	*
PERSONAL FREEDOM.....FACTOR	-0.0010	0.8679	0.998	
GROUP GOAL ORIENTATION.....FACTOR	-0.3938	0.8236	0.237	
SELF CONCEPT.....FACTOR	-0.4026	1.2230	0.227	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.1279	1.1429	0.701	
SELF IMAGE.....FACTOR	0.0186	0.8176	0.955	
TASK ORIENTATION.....DIMENSION	0.7230	0.8061	0.030	*
SALARY AND BENEFITS.....DIMENSION	-0.8402	0.9703	0.012	*
PEOPLE ORIENTATION.....DIMENSION	-0.2000	1.0293	0.548	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.5716	0.5308	0.106	
SALARY AND BENEFITS.....FACTOR	0.9322	0.8784	0.008	*
PERSONAL FREEDOM.....FACTOR	0.2888	0.9449	0.414	
GROUP GOAL ORIENTATION.....FACTOR	-0.3308	0.9574	0.349	
SELF CONCEPT.....FACTOR	-0.0069	1.0714	0.984	
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.0600	0.8869	0.865	
SELF IMAGE.....FACTOR	0.1091	0.8437	0.758	
TASK ORIENTATION.....DIMENSION	0.5085	0.5092	0.150	
SALARY AND BENEFITS.....DIMENSION	0.7379	0.9680	0.037	*
PEOPLE ORIENTATION.....DIMENSION	0.1446	1.0711	0.683	

•EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.5326	1.1541	0.092	
SALARY AND BENEFITS	FACTOR	-0.0606	0.6578	0.848	
PERSONAL FREEDOM	FACTOR	-0.4777	1.6573	0.131	
GROUP GOAL ORIENTATION	FACTOR	-0.8414	1.2874	0.008	*
SELF CONCEPT	FACTOR	0.3489	0.8196	0.270	
ADVANCEMENT OPPORTUNITY	FACTOR	0.2043	1.4413	0.518	
SELF IMAGE	FACTOR	0.1186	0.5589	0.708	
TASK ORIENTATION	DIMENSION	-0.6358	1.2812	0.044	*
SALARY AND BENEFITS	DIMENSION	-0.1361	0.6502	0.667	
PEOPLE ORIENTATION	DIMENSION	-0.2954	1.2758	0.350	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.3281	0.8837	0.353	
SALARY AND BENEFITS	FACTOR	-1.1907	0.7527	0.001	*
PERSONAL FREEDOM	FACTOR	-0.0494	1.3807	0.889	
GROUP GOAL ORIENTATION	FACTOR	-0.1614	0.8343	0.648	
SELF CONCEPT	FACTOR	-0.4709	1.7536	0.183	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.1524	1.2488	0.666	
SELF IMAGE	FACTOR	0.3082	1.1921	0.383	
TASK ORIENTATION	DIMENSION	0.4295	0.9560	0.224	
SALARY AND BENEFITS	DIMENSION	-1.0924	0.8447	0.002	*
PEOPLE ORIENTATION	DIMENSION	-0.3297	1.1421	0.351	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.8506	0.9842	0.016	*
SALARY AND BENEFITS	FACTOR	-0.9751	0.7700	0.006	*
PERSONAL FREEDOM	FACTOR	-0.3088	1.8010	0.382	
GROUP GOAL ORIENTATION	FACTOR	-0.6110	0.7773	0.084	
SELF CONCEPT	FACTOR	-0.5283	2.2163	0.135	
ADVANCEMENT OPPORTUNITY	FACTOR	0.0985	0.8376	0.781	
SELF IMAGE	FACTOR	-0.1030	1.1117	0.771	
TASK ORIENTATION	DIMENSION	-0.8366	0.9927	0.018	*
SALARY AND BENEFITS	DIMENSION	-1.1206	1.0169	0.002	*
PEOPLE ORIENTATION	DIMENSION	-0.5399	1.2736	0.127	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.5315	0.8236	0.093	
SALARY AND BENEFITS	FACTOR	0.5396	0.6404	0.088	
PERSONAL FREEDOM	FACTOR	0.2305	0.8025	0.466	
GROUP GOAL ORIENTATION	FACTOR	0.2636	1.2702	0.404	
SELF CONCEPT	FACTOR	0.3825	0.8988	0.226	
ADVANCEMENT OPPORTUNITY	FACTOR	0.3973	0.8299	0.209	
SELF IMAGE	FACTOR	-0.4583	1.5966	0.147	
TASK ORIENTATION	DIMENSION	0.4527	0.7309	0.152	
SALARY AND BENEFITS	DIMENSION	0.4978	0.7859	0.115	
PEOPLE ORIENTATION	DIMENSION	0.5413	0.4559	0.087	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.2377	1.0439	0.430	
SALARY AND BENEFITS	FACTOR	-0.4391	0.8949	0.145	
PERSONAL FREEDOM	FACTOR	-0.7604	1.0714	0.012	*
GROUP GOAL ORIENTATION	FACTOR	0.1806	1.0464	0.549	
SELF CONCEPT	FACTOR	0.2566	1.0288	0.395	
ADVANCEMENT OPPORTUNITY	FACTOR	0.5335	0.8749	0.077	
SELF IMAGE	FACTOR	-0.1026	0.9344	0.734	
TASK ORIENTATION	DIMENSION	-0.2760	1.0004	0.360	
SALARY AND BENEFITS	DIMENSION	-0.1923	1.0255	0.524	
PEOPLE ORIENTATION	DIMENSION	-0.2958	0.9297	0.327	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.7653	0.3236	0.016	*
SALARY AND BENEFITS	FACTOR	-0.6962	0.9016	0.028	*
PERSONAL FREEDOM	FACTOR	-0.0967	0.7867	0.760	
GROUP GOAL ORIENTATION	FACTOR	-0.1385	0.8213	0.641	
SELF CONCEPT	FACTOR	0.8057	0.7876	0.011	*
ADVANCEMENT OPPORTUNITY	FACTOR	0.1669	0.8771	0.598	
SELF IMAGE	FACTOR	-0.0383	0.8901	0.904	
TASK ORIENTATION	DIMENSION	0.7240	0.3047	0.022	*
SALARY AND BENEFITS	DIMENSION	-0.5059	0.7502	0.110	
PEOPLE ORIENTATION	DIMENSION	0.3347	0.8580	0.290	

• EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.4777	0.7714	0.242	
SALARY AND BENEFITS.....FACTOR	-0.8982	0.9045	0.028	*
PERSONAL FREEDOM.....FACTOR	0.6841	0.6597	0.094	
GROUP GOAL ORIENTATION.....FACTOR	-0.0052	1.1509	0.990	
SELF CONCEPT.....FACTOR	0.2458	0.9239	0.547	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.2194	0.6917	0.591	
SELF IMAGE.....FACTOR	-0.5827	0.7203	0.154	
TASK ORIENTATION.....DIMENSION	0.4819	0.8149	0.238	
SALARY AND BENEFITS.....DIMENSION	-0.9935	0.9580	0.015	*
PEOPLE ORIENTATION.....DIMENSION	0.7752	0.7814	0.058	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.8035	0.4041	0.108	
SALARY AND BENEFITS.....FACTOR	0.9284	0.5930	0.063	
PERSONAL FREEDOM.....FACTOR	0.4265	0.2758	0.394	
GROUP GOAL ORIENTATION.....FACTOR	0.4698	0.1942	0.347	
SELF CONCEPT.....FACTOR	0.3998	0.4285	0.424	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.0141	0.3609	0.977	
SELF IMAGE.....FACTOR	1.0249	0.6025	0.040	*
TASK ORIENTATION.....DIMENSION	0.8526	0.3924	0.088	
SALARY AND BENEFITS.....DIMENSION	1.2642	0.6429	0.011	*
PEOPLE ORIENTATION.....DIMENSION	0.5488	0.3311	0.272	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.1931	0.5730	0.440	
SALARY AND BENEFITS.....FACTOR	0.8213	0.7694	0.001	*
PERSONAL FREEDOM.....FACTOR	-0.1581	1.0667	0.527	
GROUP GOAL ORIENTATION.....FACTOR	0.2506	0.7728	0.316	
SELF CONCEPT.....FACTOR	-0.3260	0.7983	0.192	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.2120	0.5912	0.397	
SELF IMAGE.....FACTOR	0.1336	0.7261	0.593	
TASK ORIENTATION.....DIMENSION	0.1765	0.5833	0.480	
SALARY AND BENEFITS.....DIMENSION	0.8332	0.9376	0.001	*
PEOPLE ORIENTATION.....DIMENSION	-0.1928	0.9129	0.441	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.1982	0.7174	0.388	
SALARY AND BENEFITS	FACTOR	0.6728	0.7839	0.003	*
PERSONAL FREEDOM	FACTOR	0.3919	0.9645	0.088	
GROUP GOAL ORIENTATION	FACTOR	0.0223	0.9865	0.923	
SELF CONCEPT	FACTOR	0.1634	0.6376	0.476	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.1550	0.8133	0.499	
SELF IMAGE	FACTOR	-0.1443	0.9824	0.529	
TASK ORIENTATION	DIMENSION	-0.2259	0.7542	0.325	
SALARY AND BENEFITS	DIMENSION	0.5223	0.6503	0.023	*
PEOPLE ORIENTATION	DIMENSION	0.3482	0.7940	0.129	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.5534	0.6482	0.080	
SALARY AND BENEFITS	FACTOR	-0.8074	0.9166	0.011	*
PERSONAL FREEDOM	FACTOR	0.4660	0.7315	0.141	
GROUP GOAL ORIENTATION	FACTOR	0.3163	1.0447	0.317	
SELF CONCEPT	FACTOR	0.1597	1.1461	0.614	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.2977	0.7963	0.346	
SELF IMAGE	FACTOR	0.0664	0.9256	0.834	
TASK ORIENTATION	DIMENSION	0.6497	0.5456	0.040	*
SALARY AND BENEFITS	DIMENSION	-0.6635	1.1049	0.036	*
PEOPLE ORIENTATION	DIMENSION	0.4154	1.0371	0.189	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.0172	0.3708	0.957	
SALARY AND BENEFITS	FACTOR	-0.5544	1.0122	0.080	
PERSONAL FREEDOM	FACTOR	0.4172	0.9757	0.187	
GROUP GOAL ORIENTATION	FACTOR	0.1869	1.2331	0.555	
SELF CONCEPT	FACTOR	0.1764	1.1006	0.577	
ADVANCEMENT OPPORTUNITY	FACTOR	0.1251	0.8270	0.692	
SELF IMAGE	FACTOR	0.8621	0.5172	0.006	*
TASK ORIENTATION	DIMENSION	0.1266	0.4584	0.689	
SALARY AND BENEFITS	DIMENSION	-0.2269	1.1078	0.473	
PEOPLE ORIENTATION	DIMENSION	0.4572	1.2771	0.148	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	-1.6350	0.5400	0.000	*
SALARY AND BENEFITS.....FACTOR	-1.0043	0.6257	0.005	*
PERSONAL FREEDOM.....FACTOR	-0.5216	1.0272	0.140	
GROUP GOAL ORIENTATION.....FACTOR	-0.3778	1.4419	0.285	
SELF CONCEPT.....FACTOR	-0.2047	1.2296	0.563	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.1152	1.3367	0.745	
SELF IMAGE.....FACTOR	-0.1929	0.4453	0.585	
TASK ORIENTATION.....DIMENSION	-1.6236	0.5468	0.000	*
SALARY AND BENEFITS.....DIMENSION	-1.0446	0.5853	0.003	*
PEOPLE ORIENTATION.....DIMENSION	-0.5162	0.7427	0.144	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.0444	0.8485	0.855	
SALARY AND BENEFITS.....FACTOR	0.0452	0.6845	0.852	
PERSONAL FREEDOM.....FACTOR	-0.3747	0.7483	0.122	
GROUP GOAL ORIENTATION.....FACTOR	-0.2102	0.7981	0.386	
SELF CONCEPT.....FACTOR	0.1298	0.9336	0.593	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.1775	0.9424	0.464	
SELF IMAGE.....FACTOR	-0.6274	1.0389	0.010	*
TASK ORIENTATION.....DIMENSION	-0.0536	0.8267	0.825	
SALARY AND BENEFITS.....DIMENSION	-0.1057	0.5991	0.663	
PEOPLE ORIENTATION.....DIMENSION	-0.1942	0.7931	0.423	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.9986	0.5086	0.000	*
SALARY AND BENEFITS.....FACTOR	0.4024	0.8178	0.147	
PERSONAL FREEDOM.....FACTOR	-0.3433	0.9015	0.216	
GROUP GOAL ORIENTATION.....FACTOR	0.2857	1.0674	0.303	
SELF CONCEPT.....FACTOR	-0.3468	0.8495	0.211	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.2339	0.9317	0.399	
SELF IMAGE.....FACTOR	0.1881	0.7782	0.498	
TASK ORIENTATION.....DIMENSION	0.9951	0.5191	0.000	*
SALARY AND BENEFITS.....DIMENSION	0.5265	0.5776	0.058	
PEOPLE ORIENTATION.....DIMENSION	-0.3398	1.1837	0.221	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.7267	0.5661	0.022	*
SALARY AND BENEFITS	FACTOR	0.6551	0.6809	0.038	*
PERSONAL FREEDOM	FACTOR	0.1838	0.5617	0.561	
GROUP GOAL ORIENTATION	FACTOR	0.5973	0.7518	0.059	
SELF CONCEPT	FACTOR	-0.0206	0.9277	0.948	
ADVANCEMENT OPPORTUNITY	FACTOR	0.1602	0.9828	0.612	
SELF IMAGE	FACTOR	0.1750	1.0877	0.580	
TASK ORIENTATION	DIMENSION	0.7461	0.5784	0.018	*
SALARY AND BENEFITS	DIMENSION	0.8011	0.6048	0.011	*
PEOPLE ORIENTATION	DIMENSION	0.2632	0.7184	0.405	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	-0.1846	0.9708	0.490	
SALARY AND BENEFITS	FACTOR	0.0865	0.9168	0.746	
PERSONAL FREEDOM	FACTOR	-0.0468	1.0171	0.861	
GROUP GOAL ORIENTATION	FACTOR	-0.4940	1.0867	0.065	
SELF CONCEPT	FACTOR	0.2258	0.9798	0.398	
ADVANCEMENT OPPORTUNITY	FACTOR	-0.2979	1.1732	0.265	
SELF IMAGE	FACTOR	-0.2782	0.8241	0.298	
TASK ORIENTATION	DIMENSION	-0.2477	0.8480	0.354	
SALARY AND BENEFITS	DIMENSION	-0.1234	1.0503	0.644	
PEOPLE ORIENTATION	DIMENSION	-0.0897	1.1873	0.737	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION		MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION	FACTOR	0.8075	0.3981	0.022	*
SALARY AND BENEFITS	FACTOR	-0.4308	1.1945	0.223	
PERSONAL FREEDOM	FACTOR	0.6279	0.6753	0.076	
GROUP GOAL ORIENTATION	FACTOR	-0.0533	0.3679	0.880	
SELF CONCEPT	FACTOR	0.1572	0.8757	0.657	
ADVANCEMENT OPPORTUNITY	FACTOR	0.1830	1.0061	0.605	
SELF IMAGE	FACTOR	0.5190	1.1855	0.142	
TASK ORIENTATION	DIMENSION	0.8620	0.3864	0.015	*
SALARY AND BENEFITS	DIMENSION	-0.2874	0.9176	0.416	
PEOPLE ORIENTATION	DIMENSION	0.6134	0.7466	0.033	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)	
LEADER GOAL ORIENTATION.....FACTOR	0.2399	0.7047	0.426	
SALARY AND BENEFITS.....FACTOR	0.6819	0.5596	0.024	*
PERSONAL FREEDOM.....FACTOR	0.6351	0.7074	0.035	*
GROUP GOAL ORIENTATION.....FACTOR	-0.2744	0.7851	0.363	
SELF CONCEPT.....FACTOR	0.0364	0.7459	0.904	
ADVANCEMENT OPPORTUNITY.....FACTOR	0.1468	0.9599	0.626	
SELF IMAGE.....FACTOR	0.5988	0.6145	0.047	*
TASK ORIENTATION.....DIMENSION	0.2353	0.6791	0.435	
SALARY AND BENEFITS.....DIMENSION	0.6313	0.5229	0.036	*
PEOPLE ORIENTATION.....DIMENSION	0.5015	0.5689	0.096	

EDUCATIONAL ORGANIZATION - PUBLIC SCHOOL - SECONDARY PRINCIPAL

FACTOR OR DIMENSION	MEAN	STD DEV	P(MEAN=0)
LEADER GOAL ORIENTATION.....FACTOR	0.1011	0.6419	0.789
SALARY AND BENEFITS.....FACTOR	0.5507	0.7312	0.145
PERSONAL FREEDOM.....FACTOR	-0.3596	0.8930	0.341
GROUP GOAL ORIENTATION.....FACTOR	0.0029	1.2367	0.994
SELF CONCEPT.....FACTOR	-0.6261	1.0882	0.098
ADVANCEMENT OPPORTUNITY.....FACTOR	-0.2624	0.9286	0.487
SELF IMAGE.....FACTOR	0.1821	1.2100	0.630
TASK ORIENTATION.....DIMENSION	0.1161	0.7437	0.759
SALARY AND BENEFITS.....DIMENSION	0.4804	0.5007	0.204
PEOPLE ORIENTATION.....DIMENSION	-0.6797	0.9367	0.072

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